

Art and Design Knowledge Progression Framework

Disciplinary Knowledge

	F2	Year 1	Year 2	Year 3
Drawing	- Explore mark-making in different surfaces such as sand, mud playdough and rice with fingers or sticks. - Begin to draw simple closed shapes that could represent objects, e.g. a circle for a face (Line, shape). - Describe when colouring is lighter or darker. - Make lines and marks on paper, staying within the boundaries of the page.	- Draw different lines by varying the control and pressure, e.g. straight, wavy, zig zags, broken, lighter, darker, etc. - Notice 2D shapes within objects and how they can be used to form the 'bones' of a drawing. - Draw and combine geometric shapes. - Identify known shapes (in different sizes and orientations) in objects, scenes or images they wish to draw. - Apply more pressure when drawing or colouring to create a darker tone. - Create an area with a single, consistent tone when colouring/shading.	- Use and describe more complex lines and marks that might begin to reflect texture, e.g. overlapping, varying speed and varying pressure. - Recognise that shapes and marks can be refined rather than accepting the first attempt. - Compose more complex drawings by combining shapes. - Use shading to show light and dark areas. - Use the same tool to colour/shade different tones by adjusting pressure.	- Place tonal shading by experimenting and recognising how it can help to show that a shape has form. - Sketch out an idea or composition using short, fast, light strokes and 2D shapes.

Painting and Mixed Media	• Explore paint, using hands as a tool. • Describe colours and textures as they paint. • Explore what happens when paint colours mix. • Make natural painting tools. • Investigate natural materials e.g. paint, water for painting. • Explore paint textures, for example mixing in other materials or adding water. • Respond to a range of stimuli when painting. • Use paint to express ideas and feelings. • Explore colours, patterns and compositions when combining materials in collage.	• Choose suitable sized paint brushes. • Clean a paintbrush to change colours. • Overlap paint to mix new colours. • Use blowing to create a paint effect • Make a paint colour darker or lighter (creating shades) in different ways e.g. adding water, adding a lighter colour.	• Combine primary-coloured materials to make secondary colours. • Mix a variety of shades of a secondary colour. • Make choices about amounts of paint to use when mixing a particular colour. • Know that colours can be mixed to match real-life objects or to create colours from imagination. • Create texture using different painting tools. • Add painted detail to a collage to enhance/ improve it.	• Use simple shapes to scale up a drawing to make it bigger. • Make a cave wall surface. • Paint on a rough surface. • Make a negative and positive image. • Create a textured background using charcoal and chalk. • Use natural objects to make tools to paint with. • Make natural paints using natural materials. • Create different textures using different parts of a brush. • Use colour mixing to make natural colours.
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Sculpture and 3D

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| <ul style="list-style-type: none">• Explore the properties of clay.• Use modelling tools to cut and shape soft materials e.g. playdough, clay.• Select and arrange natural materials to make 3D artworks.• Talk about colour, shape and texture and explain their choices.• Plan ideas for what they would like to make.• Problem-solve and try out solutions when using modelling materials.• Develop 3D models by adding colour. | <ul style="list-style-type: none">• Manipulate paper by rolling and folding to create three-dimensional forms.• Cut paper and card accurately to create shapes for construction.• Join paper and card to construct simple three-dimensional structures.• Select an appropriate joining method for different materials.• Construct larger three-dimensional forms using rolled paper.• Evaluate sculptures using appropriate art vocabulary, identifying strengths and possible improvements. | <ul style="list-style-type: none">• Manipulate clay by smoothing and flattening its surface.• Shape clay into simple forms such as cylinders and spheres.• Create texture by making a range of surface marks in clay.• Shape clay using the pinch pot technique.• Prepare clay slip for joining clay pieces.• Create a simple relief sculpture using clay.• Use hands and fingers purposefully to manipulate and shape clay.• Use clay tools safely and effectively to shape, score and decorate clay.• Evaluate a sculpture against the original design, explaining successful features and possible improvements. | <ul style="list-style-type: none">• Join 2D shapes to make a 3D form.• Join larger pieces of materials, exploring what gives 3D shapes stability.• Shape card in different ways e.g. rolling, folding and choose the best way to recreate a drawn idea.• Identify and draw negative spaces.• Plan a sculpture by drawing.• Choose materials to scale up an idea.• Create different joins in card e.g. slot, tabs, wrapping.• Add surface detail to a sculpture using colour or texture. |
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Substantive Knowledge

	Year 1	Year 2
Drawing	- Know that some artists are influenced by things happening around them. - Know that artists choose materials that suit what they want to make or draw. - Know that changing pressure when drawing can create light and dark tones. - Know that using different tools or using the same tool in different ways can create different types of lines. - Know that a pattern is a design in which shapes, colours or lines are repeated. - Know that lines can create patterns (eg: zig zags/wavy lines). Bridget Riley - creates optical illusions using lines - is inspired by the natural world Paul Klee - created art experimenting with shapes, colour and music.	- Know that shapes can be organic (natural) and irregular. - Know that objects can be recreated by identifying and combining basic shapes. - Know that lines can be used to fill shapes, to make outlines and to add detail, pattern and texture. - Know that patterns can be used to create texture. - Know that texture means 'what something feels like'. - Know that different marks can be used to represent the textures of objects. Käthe Kollwitz - uses mostly grey, white and black - creates artwork that expresses emotion and tells stories - uses line, texture and shading to add detail Max Ernst and Sari Dienes - uses rubbings of different textured objects to create art
Painting and Mixed Media	Alma Thomas - creates paintings using bright colours and different brush marks - is inspired by gardens, flowers and space Yinka Ilori - uses vibrant colours, bold repeating patterns and cultural influences - designs furniture and public spaces	- Know that the primary colours are red, yellow and blue. - Know that primary colours can be mixed to make secondary colours. - Know that there are many different shades ('hues') of the same colour. - Know that changing the amounts of paint, water or the primary colours mixed affects the shade of the secondary colour produced. - Know that painting tools can create varied textures in paint. Gillian Ayres - paints things that made her feel happy. - was an abstract artist who uses shapes, colours and lines to show feelings or ideas rather than real things.

		• Frank Bowling ○ known for creating large abstract paintings. ○ uses colour, paint, layering and abstract shapes to share ideas about himself, his memories and the places that were important to him.
Sculpture and 3D	• Know that three-dimensional art is called sculpture. • Know that paper can change from 2D to 3D by folding, rolling and scrunching it. • Samantha Stephenson ○ Uses metal to create her sculptures to show movement with curved shapes ○ Uses bright colours to make her sculptures appear full of energy.	• Know that pieces of clay can be joined using the 'scratch and slip' technique. • Know that a clay surface can be decorated by pressing into it or by joining pieces on. • Ranti Bam ○ uses patterns and brightly coloured glazes. ○ pots are often made by joining big, flat pieces of clay. • Rachel Whiteread ○ makes sculptures by pouring plaster inside objects.

Key Vocabulary

F2

circle – teacher to model
dots – teacher to model
drawing – to make a picture, design or pattern with a pen, pencil or other tool
line – teacher to model
mix – to put different things together so they become one
natural materials – materials that are produced by nature
painting – to make a picture, design or pattern using paint
pinch – to press between the finger and thumb (teacher to model)
roll – to move by turning repeatedly (teacher to model)
shape – the outer edge of an object
squash – to press or crush until flat (teacher to model)
squeeze – to press firmly together (teacher to model)
wavy – a line that curves one way then another

Year 1

In addition to F2...

broken line – a line made up by a series of dashes
concentric circles – circles which have the same centre point
crosshatch – a method of shading/drawing using many parallel overlapping lines (teacher to model)
diagonal line – a slanting line
evaluate – to reflect on whether a piece of artwork meets the original design plan or could have been improved
horizontal line – a line that runs from left to right across a page
join – to fasten 2 items together
primary colour – red, blue and yellow
rough – an object which has an uneven surface
sculpture – a 3D piece of artwork
secondary colour – green, orange, purple
shade – colour in using light and dark tones

silhouette – an outline of a person/object that is filled with a dark solid colour

smooth – an object which has an even surface free from bumps or dips

texture - a rod which enables a wheel to

vertical line – a line which runs up and down a page

Year 2

In addition to F2 and Y1...

blending – mixing enough so that you can no longer see separate parts

ceramic – objects made from baked clay

facial expression – the look on our face to communicate our feelings

glaze – to bake/cook an object to give it a shiny coating

illustrations – a drawing used to explain something or tell a story

impressing – indenting a design or texture into soft clay using a tool

score – scratch marks in clay to join two pieces together

scribbling – drawing with random lines and not lifting the pencil from the paper

sketch – a rough drawing of the outline of a shape/object

stippling – adding small dots to a drawing/painting (teacher to model)

tones – the shade of a colour